DOCUMENT RESUME

ED 173 571 CE 021 549

AUTHOR	Halasz-Salster, Ida; And Others
TITLE	Planning for Career and Educatien Information Services for Ohio Citizens. Part II: Report to the Ohio Board of Regents.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Ohio Board of Regents, Columbus.
PUB DATE	Jun 79
NOTE	31p., For related documents see CE 021 548 and CE 021 552
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adults; *Counseling Services; Federal Legislatien; Guidance Centers; Guidance Services; *Information Centers; Information Services; Information Systems; Needs Assessment; Program Descriptions; *Program Improvement; State Surveys; *Statewide Planning
IDENTIFIERS	*Education Infcrmation Centers; *Ohio

ABSTRACT

A statewide study was conducted tc assess the extent of services offered by Education Infcrmation Centers (EICs) in Chio. The fcllcwing four objectives guided the project activities: (1) to catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohic; (2) to assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohic; (3) to study the feasibility and requirements of a statewide educational information system, including relatienships between providers and integration for system ccmponents; and (4) to suggest alternative models for delivering statewide educational information with regard to the factors cf multiple sources and providers, diverse consumer needs, and limited resources. (The final report of this study is presented in five parts. This document, Part II, provides answers to the third and fourth cbjectives, supplemented with maps and other appendices contained in Part III. Part II presents a feasible model, or models, based upcn the current status of EICs, the realities of securing adequate funding, and the inherent difficulties in organizing statewide educational information/career counseling services.) (BM)

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PLANNING FOR CAREER AND EDUCATION INFORMATION SERVICES FOR OHIO CITIZENS

PART II: REPORT TO THE OHIO BOARD OF REGENTS

BY

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JUNE 1979

CE 021 549

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FUNDING INFORMATION

Project Title:	Statewide Survey of Existing Educational Information Needs and Resources and a Feasibility Study for a Statewide Educational Information System
Educational Act Under Which the Funds were Administered:	Educational Amendments of 1976 (P.L. 94-482 which amends Title IV, Part A, subpart V of the Higher Education Act of 1965.)
Source of Contract:	The Ohio Board of Regents Columbus, Ohio
Project Officer:	Lynn Johnson
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio
Project Director:	Carl Oldsen
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PART II

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Foreword

The Education Information Centers (EICs) program, supported by the Education Amendments of 1976 (P.L. 94-482), provides for the planning and establishment of career guidance and counseling services to Ohio's postsecondary population. We are pleased to work with the Ohio Board of Regents, to be mutually responsive to these needs, and utilize the resources of the National Center.

We appreciate the time and cooperation of the many state agencies, and center personnel for their contributions of information and insight provided in person or through the surveys returned.

Recognition is given to the project staff for their efforts in completing this work: Ida Halasz-Salster, Paula Kurth, and Carl Oldsen, and the advisory assistance of Wesley Budke and Marla Peterson.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

This, the second of a five-part report to The Ohio Board of Regents, contains conclusions and suggestions for delivering statewide educational information. The report, divided in five-parts for ease of handling and distribution, contains: Part I: Status of Career and Education Information Services for Ohio Citizens, which inventories and describes existing services which constitute, to some degree, EICs. Part II: Planning for Career Education Information Services for Ohio Citizens, which develops a model for organizing these existing services, with necessary additions or changes, as prescribed by federal legislation (P.L. 94-482). Part III: Appendices to the Career and Education Information Services for Ohio Citizens Report, which contains maps, bibliographies, lengthy lists, and miscellaneous items. Part IV: Directory of Organizations Providing Education Information/Career Counseling Services to Ohio's Postsecondary Population (1979), which lists over 350 organizations identified in this study. Part V: Synopsis of Career and Education Information Services for Ohio Citizens Report, which summarizes the essential findings in Parts I and II.

The Ohio Board of Regents, designated with the authority to coordinate Education Information Centers in the state, contracted with The National Center for Research in Vocational Education (NCRVE), The Ohio State University, on February 12, 1979 to conduct a two-part study. It would provide a framework for assessing the kinds and quality of services provided by existing Educational Information Centers (EICs) in Ohio and develop a model for establishing new centers as prescribed by the Education Amendments of 1976 (P.L. 94-482). The study would have the following overall objectives:

1. To catalog, describe and analyze current statewide resources and services for providing educational information, guidance, counseling and referral services to all individuals in Ohio.

2. To assess, through surveys and site visits, statewide needs for educational information, guidance, counseling and referral services of a representative sample of all individuals in Ohio.

3. To study the feasibility and requirements of a statewide educational information system, including relationships between providers and integration of system components.

4. To suggest alternative models for delivering statewide educational information with regard to the factors of multiple sources and providers, diverse consumer needs and limited resources.

Part II answers to the third and fourth objectives, supplemented with the maps and other appendices contained in Part III. The conclusions and suggestions are drawn from the results of the mailed survey, site visits, meetings, conferences and consultant reports, along with the comprehensive view of pertinent literature discussed in Part I. Part II develops a feasible model, or models, based upon the current status of EICs, the realities of securing adequate funding and the inherent difficulties in organizing statewide educational information/career counseling services.

CHAPTER I

CONCLUSIONS OF THE OHIO EIC PROGRAM STUDY

The Ohio Board of Regents is the agency designated by Governor James Rhodes with the authority to submit and administer the state plan for Education Information Center (EICs). "The ultimate goal of the Ohio plan," according to William Coulter, Acting Chancellor, "is to foster the coordination of all available public and private efforts which made information and counseling services concerning career and learning options available to citizens of the state" (State Plan 1978, p. 1).

Dr. Lynn Johnson, Program Director for Lifelong Learning, has coordinated the Board's Ohio Plan in accordance with the federal legislation authorizing the EIC Program and with the Higher Education in Ohio Master Plan: 1976. The Master Plan cites, as one crucial factor encouraging life-long learning, the changing demographic patterns within Ohio. While the steady decline in Ohio's population reflects the national trend, it is very pronounced in Ohio. In addition, the State's population has increasingly become middle aged during the 1970s, with the highest growth rate among those 25-39 years of age. Projections indicate that these trends in the rate of population growth and in the average age of the population will continue and will have a major effect on higher education in Ohio (OBOR 1977). One result is that many Ohio citizens beyond the traditional college age are turning postsecondary education, and need reliable information select from among the myriad of lifelong learning opportunities.

Year 1 of The Ohio Plan for an EIC Program has progressed according to schedule. Among other accomplishments, a state-wide advisory council was established to represent consumers and providers of educational information in Ohio. The first area of priority for Fiscal Year 1979 was to contract with consultants to inventory the needs and existing resources in the state in the following areas:

1. Study Design: Consultants will develop interview instruments and a schedule of site visits designed to provide data on agency operations, on services delivered in each area, and on the nature of informational and counseling needs in each area.

Initial input from professionals in the field will contribute importantly to conceptualization and questionnaire construction.

2. Data Collection and Site Visits: Visits will be made to approximately 10 local centers. Visits will also be made to selected additional areas of the state, including major cities and some rural areas, where EIC services appear to be less readily available.

3. Analysis and Reporting: The data will next be analyzed in terms of the project objectives cited above. An initial report will be distributed to persons involved in site visits, to check for accuracy and to elicit reactions to recommendations concerning methods of assessing needs and satisfaction and of organizing EICs on a state-wide and local basis.

4. Spring Workshop: As a means of communicating results of the inventory and generating discussion of the findings, a state-wide workshop will be sponsored by the Board in May or June of 1979. The consultants' final report and recommendations will be presented at this time. Participants will include local agency staffs, state agency personnel, and other interested individuals and groups ("State Plan..." July 26, 1978).

The National Center for Research in Vocational Education served as the consultant for this study which was submitted June 30, 1979.

Conclusions of the Assessment

The first part of the study assessed the current status of organizations offering EIC services to Ohio citizens. The assessment procedures and results are described in Part I of this report. The assessment consisted of an intensive examination of EIC services through mailed surveys, site visits, interviews with state agency officials, conference proceedings, telephone interviews, consultant reports and a comprehensive literature review. The results indicate these general conclusions:

I. Although there is a wide array of EIC activity found in a number of organizations in the state, none of the organizations offer all of the types of services and information recommended by experts or desired by clients.

A. Services

1. Most EIC activity is taking place in organizations related in some way to higher education institutions.

2. Very few organizations, therefore, provide completely impartial career counseling or educational information.

3. Most organizations, nonetheless, provide seemingly reliable and effective career counseling and/or educational information services. (No attempts were made to evaluate the quality of services.)

4. Very few (only 16 percent returning the mailed survey) have even brief child care services available. Generally, these services are only offered while parents attend workshops or seminars.

B. Information

1. Most organizations provide information in some format about career opportunities, while almost as many provide post-secondary related information.

2. The information is offered in varied formats, from mimeographed handouts to brochures to complete printouts. Computer retrievable and microfiched information are the two least available formats.

3. A top priority of many organizations is to have access to computerized information. Many specify OCIS although most do not have sufficient budgets to cover the costs involved.

4. Gathering and providing local information is considered one of the most necessary yet time-consuming functions of the organizations. Most want improved methods of providing reliable local information to clients.

C. Funding

1. Most organizations have federal or state funding, either directly or, more often, through the institutions with which they are in some way affiliated.

2. Some organizations charge clients for services (i.e., testing), but few are supported in any significant degree by client fees. The exceptions are those relatively small private enterprises which provide vocational assessment or career counseling services which are, in most cases, paid for by a third party.

3. Almost every organization cites need for additional funding to continue current programs, expand services, upgrade information resources, provide in-service for staff and purchase computer hardware and time.

D. Clients

1. Most clients are Caucasian women from middle-class socioeconomic backgrounds, although men are increasing their use of the EIC services. Few clients with other backgrounds currently use EIC services, other than those designated to serve a specified population (i.e., minority women).

2. Most clients are in the twenty-five to forty-four age range, although the number of older clients seems to be increasing.

3. Most clients desire to, or must remain, in their local area for postsecondary education or training. They request information about local opportunities and options, and are not willing, in most cases, to relocate.

4. Many clients, especially "displaced homemakers," require financial assistance to pursue most postsecondary options.

5. Those clients who are served are satisfied and would recommend the organizations' services to friends and relatives.

E. Contact

1. Clients use the telephone most often for their initial contacts with organizations and walk-in for information or services second most often. About one-fifth are referred by other organizations, while very few make contacts regularly through the mail.

2. None of the organizations offer extensive counseling or in-depth information services by telephone, nor do they offer services exclusively by telephone. In many cases, clients are referred to the organizations by local Information and Referral (I & R) services.

3. None of the organizations have found toll-free or WATS (Wide Area Telephone Service) to be effective in providing information or service to clients. Reasons include lack of trained information specialists with effective telephone counseling skills and lack of effective local follow-up services. Another is that one telephone call generally cannot adequately meet client needs for information, especially when long-range planning is involved. Finally, the continuing cost of these services ($1,500 to $2,000 per month) is not cost efficient for most organizations.

F. Access

1. All potential clients do not have reasonable geographic access to organizations providing some degree of EIC services. (Reasonable is defined, for the purposes of this study, as no more than 40 minutes of driving time.)

2. Most organizations are reasonably accessible to their local clients (those within 40 minutes of driving time) with locations on bus lines or with free nearby parking. Others are located within walking distance.

3. Many places have some provisions for access by handicapped clients.

G. Marketing

1. Signage could be improved in almost all cases to encourage potential walk-in and easily-discouragable clients, along with aiding those who have a low level of literacy or may be partially sighted. Signs in some lobbies of large buildings are missing or provide inaccurate information. Some signs are very small and offer no explanation about the services nor give any clues about persons welcome as clients.

2. Most organizations use some means to regularly notify the public of their services. Most used are direct mailing and telephone directory ads; while newspapers, television and radio announcements are next in popularity. Least used are billboards and displays in community areas. (Some organizations are very innovative in reaching clients generally not influenced by popular advertising media. One places classified ads in local newspapers, another uses restaurant placemats, and a third makes announcements in neighborhood taverns, discos and churches.)

3. Most organizations find, however, that special publicity efforts generally bring a deluge of clients that cannot be adequately served immediately, which discourages both the organizations' staff and potential clients.

II. With some exceptions, organizations in a given area (such as an SMSA) do not collaborate with each other to any significant degree. Most function independently and often do not know the extent or types of services offered by similar organizations in the area, much less elsewhere in Ohio.

A. Information

1. Most organizations produce their own local information resources banks. Most of the initial efforts produce excellent and reliable local information. Often, however, the information is not updated regularly because of lack of staff time and lack of funding.

2. Very few organizations share their banks of local information resources with other organizations.

3. Most organizations would be willing to share information with other local organizations or with a state-wide information system with assurance of reciprocal information sharing.

4. There is no common format established in the state or in local areas for collecting and organizing local information.

B. Client Referrals

1. Most organizations make referrals to or receive referrals from at least one other organization in their area. In many cases referrals are made to more general services offered by social service agencies.

2. Most contact with other organizations, however, is informal based upon the directors' and counselors' acquaintance with staff members, rather than a formal agreement between the organizations to refer clients.

3. There are few attempts among organizations to eliminate overlaps or to fill gaps in client populations served.

C. Resources

1. There is little sharing among organizations about sources of potential funding or procedures of securing funds (grantsmanship).

2. There is little or no pooling of resources among organizations to purchase materials, equipment, and computer time at quantity discounts.

3. There is little or no pooling of resources among organizations to conduct needs assessments of local client population.

4. There is little effort among organizations to develop shared means of publicizing the services or developing new marketing or other outreach techniques.

D. Staff Development

1. There is little sharing among organizations of their successful practices and techniques of reaching clients or providing them with services and information.

2. There is little cooperation among organizations to develop common procedures or workshops for training volunteers or staff (intake receptionists, consultants, counselors, information specialists, etc.)

3. There is little sharing among organizations of effective management procedures and administration techniques.

4. There is little or no pooling of resources to hire consultants or experts to enhance staff development, recommend new techniques, or provide solutions to problems concerning the local area's client needs.

E. Networking

1. A few organizations belong to national networks which provide them with information, and sometimes, with training, funding and advertising.

2. There are a few local networks or consortia. Organizations within them are widespread geographically, however, and have relatively sporadic or infrequent contact with each other. They do share some local information and make referrals to each other.

Although certainly not unusual, another general conclusion that must be noted is that state agencies and departments, often housed within the same building, do not articulate with each other about mutually pertinent issues. In this study, most meetings with officials revealed substantial interest in working relationships with other agencies and departments to increase career counseling and educational information services for Ohio citizens. Although the Ohio EIC Program is relatively new, there are a number of department and agency officials interested in supporting its development through representation on an advisory board or a state EIC committee.

CHAPTER II

RECOMMENDATIONS FOR THE OHIO EIC PROGRAM

This section of Part II of the study develops the Ohio Plan for a state-wide EIC program. These recommendations are based on the following goals for effective EIC services. In turn, it is important to note that the goals are derived from the conclusions of the assessment and literature reviewed in Part I of this study. Ideally, the GOALS for comprehensive, effective EIC services are:

I. To provide information

A. which is:

1. available to all segments of the postsecondary population in Ohio
2. either free or costs very little
3. impartial or not biased i.e., towards a particular postsecondary institution
4. regularly updated and reliable
5. especially locally, but also regionally and nationally oriented
6. offered in any format, i.e., handouts, brochures, books, pamphlets, periodicals, manual and computer files, etc.

B. regarding:

1. postsecondary institutions (admissions, requirements, costs, courses and degrees or certificates offered)
2. careers (education or training required, descriptions of specific occupations and labor market needs in region, state or nation)
3. financial aid (application procedures and requirements for acquiring grants, scholarships, loans, CETA sponsorships, work study programs, etc.)
4. training opportunities (CETA, apprenticeships, on-the-job training programs, etc.)
5. labor market projections and opportunities (providing local, regional, state and/or national job placement and projections information supplied by the U.S. Dept. of Labor and Ohio Office of Manpower Development)

II. To provide services

A. which are:

1. available to all segments of the postsecondary population in Ohio
2. either free or cost very little
3. impartial or not biased, e.g., towards returning for additional coursework or degrees at a college
4. provided by counselors, learner consultants, information specialists, peer volunteers or others qualified through life/work experiences or holding appropriate degrees/certificates

B. for:

1. educational counseling (help in making decisions about options concerning postsecondary institutions, courses of study, training prorams, degrees or certificates, etc.)
2. career counseling (help in making decisions about specific occupations or careers preferred and the concomitant decision regarding lifestyle, etc.)
3. testing and interpretation (of interests, abilities, and/or aptitudes using standardized or locally produced tests)
4. G.E.D. or General Educational Development (preparation and testing for certificates which document high school equivalency for adults)
5. C.L.E.P. or College Level Examination Program (preparation and testing for college credit by examination)
6. client advocacy (intervening for clients with representatives of other organizations and agencies providing related services, postsecondary institutions, or business/industrial organizations)

III. To provide opportunities

A. which are:

1. available to all segments of the postsecondary population in Ohio
2. either free or at a reasonable cost
3. provided by teachers, counselors, information specialists, learner consultants, peer volunteers, or others qualified through life/work experiences or holding appropriate degrees/certificates

B. for:

1. seminars, workshops (organizing and presenting topics pertaining to educational and career options, coping with the resultant changes, job skills renewal, etc.)
2. courses (for credit or non-credit about returning to school, career related and personal adjustment-to-changes concerns, e.g., "Mid-life Career Planning")
3. job skills (simulated interviews, using resources to find jobs, writing resumes, appropriate dressing for jobs, etc.)
4. support groups (organizing and facilitating discussion groups to provide support and peer guidance for career, education, and societal role change concerns)
5. referrals (to and from other organizations offering complementary EIC services or other services such as legal aid, childcare, mental health counseling, etc.)
6. computerized information system services (online, interactive or offline retrieval of information about career, education, job outlook, etc., supplied by commercial software producers such as OCIS, COIN, etc.)

The recommendations which form the plan for a statewide EIC Program are intended to be implemented concurrently beginning in Year 2 of the Ohio Plan. They are directed to the Ohio Board of Regents designated as the state agency to administer EIC funds in Ohio. The RECOMMENDATIONS presented in outline form and subsequently described in greater detail, are:

I. Articulation and cooperation between the OBOR and the various state-wide agencies, committees, departments, etc., involved in collection and/or delivery of educational and/or occupational information to Ohio citizens.

   A. Cooperative development of a state-wide bank of educational and occupational information gathering in a common format

   B. Cooperative dissemination and updating of state-wide educational and occupation bank of information

II. Communication with and among organizations offering EIC services in Ohio.

   A. OBOR-sponsored newsletter to the organizations at least four times a year

B. Some form of communication among these organizations within a given area of the state

C. Some form of communication at least twice a year among these Ohio organizations through area representatives

III. Coordination of organizations to provide a complete range of inexpensive, preferably impartial, EIC services to increased numbers of the postsecondary population in Ohio.

A. Implementation of Model 1 to organize EIC services within several areas of the state

B. Implementation of Model 2 to expand the EIC services within these areas of the state

C. Implementation of Model 3 to systematically improve the EIC services in these areas of the state

The first major recommendation, "I: Articulation and cooperation between the OBOR and the various state-wide agencies, committees, departments, etc., involved in collecting and/or delivery of educational and/or occupational information to Ohio citizens" requires that the OBOR and these agencies, etc. agree to form working relationships to collectively develop, gather and disseminate educational/occupational information to Ohio citizens. The agreement entails sharing the resources and expenses involved. It would benefit the cooperating agencies by avoiding the duplication of information, efforts, and costs.

The combined resources would not only ensure a more comprehensive, effective set of relevant information, but would avoid confusing overlaps, gaps, and inconsistencies in the information offered to the public. Continued cooperative efforts through the ensuing years would expand the types and increase the depth of information offered. Combined resources of several agencies would hasten technological advances in the delivery of the information. A state-wide computerized system, with occupational/educational/labor market/job bank information, should provide comprehensive, reliable, and frequently up-dated information to the public.

The second major recommendation, "II: Communication with and among organizations offering EIC services in Ohio," specifies that the OBOR sponsor the development and dissemination of a newsletter about the EIC Program in Ohio. It should contain information pertinent to those organizations offering EIC

services, with practical suggestions, descriptions of resource materials, etc. It should be published at least four times yearly and disseminated to all organizations identified as offering some degree of EIC services. (Part IV of this report is a list of over 350 Ohio organizations.)

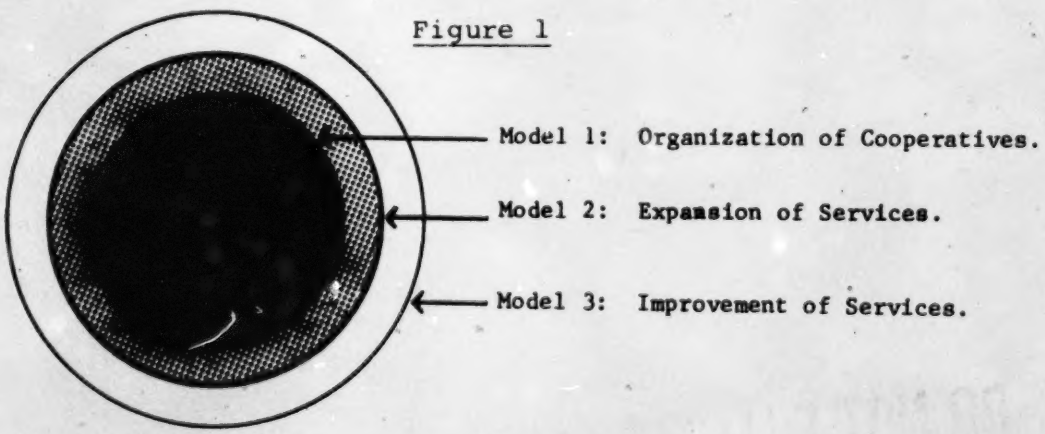
This "EIC Scope" newsletter would help link organizations within the state and within the various regions with each other. Another link among organizations would be the formation of a state-wide committee of EIC representatives, with representatives from each area of the state. This committee would foster communication and sharing of ideas, successful practices, suggestions for securing funds, and methods of marketing and outreach.

Each area cooperative (described in Recommendation III) should also have a periodic newssheet or circulating letter or newsletter to announce information relevant at the local level. Local level information would help coordinate the services and information resources in a given area, and alert EIC staff members to current needs in the community.

The third major recommendation, "III: Coordination of organizations to provide a complete range of inexpensive, preferably impartial EIC services and information to increased numbers of the postsecondary population in Ohio," is presented in the form of three models. Figure 2 outlines the plan for implementing the three models, noting fiscal years, the Ohio Plan year number, the essential objectives, and components of the models, the areas of the state involved and representative activities.

The models are cumulative, as indicated graphically in Figure 2. Model 1 is suggested as the nucleus of the EIC Plan for Ohio. Figure 1 graphically portrays the growth of Model 1, beginning in Fiscal Year 1980-81. Model 2 builds upon Model 1 through expansion and addition of various services and components. Model 3 similarly expands the growth of the state-wide program through Fiscal Year 1982-83.

Figure 1



The models are cumulative, beginning in Year 2 of the Ohio Plan.

Figure 2

IMPLEMENTATION OF THE OHIO EIC PROGRAM

OHIO PLAN Year	Fiscal Year & Funding	Areas (SMSAs or Balance-of-State Regions)	Model	Objectives	Activities (examples)
2	1980-81 Federal Funding: $50,000 to $55,000	Up to 5 areas which represent the state's population geographically and demographically. (Selected by OBOR and EIC Advisory Committee.)	1 Organization of Cooperatives	1. To identify organizations offering EIC services. 2. To invite them to join an organized effort in providing EIC services to the population in the area. 3. To establish a continued system of communication among these organizations. 4. To begin pooling resources for improved information collection and dissemination in a common format. 5. To exchange ideas and share expertise.	1. Hold regularly scheduled meetings. 2. Develop and disseminate schedules of services. 3. Develop newsletter (or other) inter-Cooperative communication. 4. Publicize Cooperative's services. 5. Send representative(s) to state-wide EIC Committee meetings. 6. Refer clients to member organizations.
3	1981-82 Federal Funding: Unknown	Same 5 areas that implemented Model 1.	2 Expansion of Services	1. To broaden support for EIC Cooperatives through publicity and improved fund raising. 2. To continue to consolidate the common bank of local educational/occupational/labor market/job opportunities information in a common format. 3. To invite other organizations to join the Cooperative. 4. To improve communication within the Cooperative and with Ohio EIC efforts. 5. To begin pooling resources to purchase computer hardware and software, computer time, large quantities of commonly used materials.	1. Continue organizing local information and disseminate it to member organizations. 2. Conduct needs assessments of the area's population. 3. Designate member organization(s) as intake center(s) for the Cooperative. 4. Designate member organization(s) as testing center(s) for the Cooperative. 5. Exchange evaluation services among member organizations. 6. Provide in-service training for staff of member organizations. 7. Expand outreach techniques.
		Up to 6 additional areas	1	Same objectives as listed above for Model 1.	Same activities as listed above for Model 1.
4	1982-83 Federal Funding: Unknown	Same 5 areas that implemented Model 2.	3 Improvement of Services	1. To continue to broaden support through publicity, fund raising, etc. 2. To use computer services for inputing and retrieving, and to manage the organizational and financial activities of the Cooperatives. 3. To form reciprocal agreements to exchange local information with other Cooperatives and the state-wide computer system. 4. To expand services to meet the needs of all segments of the population in the area.	1. Systematically develop new sources of funds. 2. Use needs assessment information to improve services. 3. Expand inservice training and exchange of expertise among member organizations. 4. Pool financial resources, staff capabilities and information resources for maximum effectiveness. 5. Use evaluation results for planning the continuation and improvement of the Cooperatives.
		Same 6 areas that implemented Model 1.	2	Same objectives as listed above for Model 2.	Same activities as listed above for Model 2.
		Remaining areas of the state.	1	Same objectives as listed above for Model 1.	Same activities as listed above for Model 1.

The models are necessarily flexible as their implementation heavily depends upon the funds available for EIC activities in the coming years. These include federal monies appropriated for state EICs, supplemented with state and local funding, and other support provided by grants, CETA, etc.

As described in Part I of this report, SMSAs are used as the basis for division of the state into sixteen areas, along with three balance-of-state (BAL) regions. (Map 1 in Appendix VI.) Hence, in this report, the nineteen areas are recognized as being either SMSAs or BAL regions. Assessment of the current status (Part I) reveals that there are varying degrees of EIC activities in these areas of the state. One, such as the Cleveland SMSA, has numerous organizations offering EIC services, while another, the southern region, has very few. The size of the population and economic resources vary significantly as well.

Recognizing these factors, and understanding that, at least at this time, the funds appropriated for the Ohio EIC Program are very limited, implementation of Model 1 is suggested in no more than five areas of the state. These five areas should be selected by the OBOR and EIC Advisory Committee to represent the state's population geographically and demographically. Thus, Model 1: Organization of Cooperatives, would be implemented in a maximum of five selected areas during Year 2 of the Ohio Plan. These cooperatives would continue to be funded and would serve as demonstration sites for implementation of Model 1 in other areas during subsequent years.

Model 1: Organization of Cooperatives

The nucleus of the EIC Program is Model 1, in which the various organizations in a given area (SMSA or BAL region) form an EIC Cooperative. A Cooperative is a cluster of organizations which offer a wide array of EIC services. A Cooperative, therefore, is formed of existing organizations which already provide specified services to a given population for fees or for free. These organizations will together offer the wide range and variety of services and information resources described as goals for EIC Programs. Ideally, all EIC services are thus offered to all segments of the population in the area.

The EIC funds in Ohio will provide the monetary incentive for forming Cooperatives. The (up to) five areas in the state will be granted EIC funds to implement Model 1 during Fiscal Year 1980-81. In each area, one organization will assume responsibility to form the Cooperative and implement the other components of Model 1. This organization may be appointed by

the OBOR and the EIC Advisory Committee or may vie with the others in the area by writing a proposed plan to organize the Cooperative. Whether appointed or awarded, this organization will coordinate the EIC Cooperative's activities with an allotted portion of the state's EIC monies.

The expected federal EIC funding for Fiscal Year 1980-81 is between $50,000 and $55,000. If five areas are Year 2 EIC awardees, each could receive up to $10,000. The coordinating organization will assume responsibility for using the funds for necessary materials and other expenses to:

1. Convene regularly scheduled meetings of representatives of the organizations in the Cooperative;

2. Distribute pertinent information to the organizations in the Cooperative (perhaps through a short monthly area newsletter);

3. Develop and disseminate a schedule of services and information offered by the member organizations;

4. Develop and disseminate a schedule of useful peripheral services and resources in the area;

5. Coordinate the gathering of local information resources in a common format;

6. Provide opportunities to exchange expertise and successful practices with the member organizations through workshops, etc.;

7. Organize publicity and marketing procedures to promote the EIC services of the Cooperative;

8. Keep records of the proceedings at meetings and of the activities conducted by the Cooperative;

9. Serve as liaison to the state-level EIC Advisory Committee and as a member organization of the state-level EIC Coordinating Committee.

The formation of Cooperatives will have the following main objectives (during the Model 1 year):

1. To identify organizations offering EIC services within a given area;

2. To invite them to join an organized effort in providing EIC services to the population in the area;

3. To establish a continued system of communication among these organizations;

4. To begin pooling resources for improved information collection and dissemination in a common format;

5. To exchange ideas and share expertise among staff members of the organizations.

The incentives for voluntarily belonging to an area Cooperative include:

1. Limited funds to organize EIC activities in a given area;

2. An organized system of mutual referrals with other organizations;

3. Participation in organizing a common bank of educational/occupational/labor market/job opportunities information resources;

4. Area meetings to discuss common concerns and exchange information;

5. Membership in a lobbying group to promote and request local funds for EIC activities.

During the Model 1 Year, some of the activities of the Cooperatives will be to:

1. Hold monthly meetings to discuss common concerns;

2. Develop schedules of services to eliminate gaps and overlaps;

3. Begin to pool and organize local information in a common format;

4. Publicize services offered by member organizations;

5. Send a representative to the state-wide EIC Committee meetings;

6. Refer clients to member organizations for additional or different services/information.

The intents of Model 1 are essentially to provide EIC funds to one organization in up to five areas to organize the EIC services in that given area into an EIC Cooperative. After the first year, EIC Cooperatives will be formed in approxi-

mately six more areas. By the third year, all areas in the state will have an organized EIC Cooperative as described in Model 1.

Model 2 : Expansion of Services Offered by Cooperatives

Model 2 builds upon Model 1. Each of the EIC Cooperatives formed in Model 1 will have the opportunity to request and receive funds to expand their services during Fiscal Year 1981-82. The main objectives of Model 2 are:

1. To broaden support for the EIC Cooperatives through publicity and improved fund raising;

2. To continue to consolidate the common bank of local educational/occupational/labor market/job opportunities information resources in a common format;

3. To invite other organizations to join the Cooperative to broaden the range of services offered;

4. To improve communication within the Cooperative, with other Cooperatives in the state, with the state-wide EIC Committees, and with the OBOR representatives;

5. To begin pooling resources to purchase computer hardware and software, computer time, large quantities of commonly used materials, etc.

Model 2 activities will be to:

1. Conduct needs assessments of the population in the area of the Cooperative;

2. Designate one (perhaps two) member organizations as intake centers for the Cooperative;

3. Designate one (perhaps two) member organizations as testing centers for the Cooperative;

4. Exchange evaluation services among member organizations;

5. Provide in-services training for staff of member organizations;

6. Expand outreach techniques to encourage more of the population in the area to use the EIC Cooperatives' services;

7. Continue organizing local information, publish it if possible and disseminate it to member organizations.

The intents of Model 2 are to continue, during the second year, the consolidation and improvement of services in the Model 1 areas that formed EIC Cooperatives. The next, Model 3, again continues and expands upon the objectives and activities of the preceeding models.

Model 3: Improvement of Services Offered by Cooperatives

Model 3 builds upon Model 2. Once the Cooperatives are formed in Model 1, and their services are consolidated in Model 2, the next major step is to systematically improve the delivery of the services. This will be accomplished through increased use of computerized systems for local information resources and for coordination of area services. Assuming that EIC funds will not only continue but increase as well due to public support, each Cooperative will have funds to purchase computer services. These will not only be available for interactive retrieval of educational/occupational information, but also to program management of the organizational and financial activities of the Cooperatives. Schedules of services and pooled resources will be managed through the computer systems, and will provide accurate information for evaluation purposes.

Cooperatives will be able to exchange their local information data base with each other. Cooperatives may also have reciprocal arrangements with the state-wide computer system for exchange of data bases and services. The local information will be updated continuously by the organization(s) assuming that responsibility in the Cooperatives.

Thus, the primary objectives of Model 3 are:

1. To continue to broaden support for the EIC Cooperatives through publicity, fund raising, etc.;

2. To use computer services for inputing and retrieving educational/occupational/labor market/job opportunities information;

3. To use computer services to manage the organizational and financial activities of the Cooperatives;

4. To form reciprocal agreements to exchange local information with other Cooperatives and the state-wide computer system;

5. To expand services to meet the needs of all segments of the population in the area.

Model 3 activities, in addition to continuing those initiated in Models 1 and 2, will be to:

1. Systematically develop new sources of funds;

2. Use needs assessment information to improve services to various segments of the population;

3. Expand the inservice training and exchange of expertise among members of the Cooperative;

4. Pool financial resources, staff capabilities, and information resources for maximum effectiveness of the Cooperative;

5. Use evaluation results for planning the continuation and improvement of the Cooperatives.

Certainly there will be other activities resulting from the sophisticated technology available and the combined efforts of the Cooperative member organizations. As Figure 2 indicates, some areas will be starting Model 1 while others are involved in Model 3 activities. The state-wide system will expand incrementally, and new Cooperatives will benefit from the successes of the earlier ones. Provided that EIC funds continue, by Fiscal Year 1982-83, the areas in all of Ohio will have at least Model 1 activities initiated.

Recommendations Concerning Division of the State

The three major recommendations presented in this study entail cooperation within and among the various areas in the state. Currently, there is no consensus among state agencies regarding the division of the state into areas of service. A number of maps are presented (Appendix VI) in order to portray the various divisions used by state agencies.

These maps are useful for planning the EIC Program which involves not only areas but programs as well.

Map #1 indicates the Standard Metropolitan Statistical Areas (SMSAs) which are the basis for division of the state in this study. Maps #13 through #29 each display an SMSA. They are arranged alphabetically by city name and are useful for planning implementation of the recommendations.

The others, Maps #2 through #9, indicate current CETA prime sponsors, existing higher education institutes, technical colleges and schools, Information and Referral (I & R) systems' locations, Library Cooperatives, Career Education sites and State Employment Services districts. These all must be taken into consideration when organizing recommended Cooperatives in the SMSAs and Balance of State regions, which are shown in Maps #10 through #12.

The CETA prime sponsor areas, for example, are important as a possible resource for funding of intake centers or other EIC services in Cooperatives. The I & R districts' telephone services are very useful for informing the public about the availability of EIC services. The Library Cooperatives are a means of disseminating state-wide EIC information resources. The Career Education Program sites can be called upon to collaborate with the EIC Cooperatives in encouraging school boards to allow the postsecondary population access to career information resource centers in the local schools.

In conclusion, it is important to consider that the most comprehensive, effective state-wide EIC services will be organized only through collaboration of concerned agencies, organizations, state departments and professional associations. Collective funding and combined resources, along with much cooperation in organization and management, can result in optimum EIC services for the people of Ohio.